

MIDDLE SCHOOL MATTERS

INSTITUTE



Self-Assessment: Extended Learning Time



Middle School Matters Institute
An initiative of the George W. Bush Institute in partnership with
The Meadows Center for Preventing Educational Risk



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ABOUT THE SELF-ASSESSMENT



Before developing specific implementation goals, educators must take stock of which research-based practices are already in place and which practices are lacking or need improvement. This template guides users through a self-reflection process for **extended learning time** practices implemented throughout all content areas. Users should follow these steps for **each principle**.

INSTRUCTIONS

Step 1: Convene a Middle School Matters Leadership team and set aside 1-2 hours for the self-assessment.

Step 2: Gather all available data (see page 4).

Step 3: Assess current instructional practices, using data gathered in step 2, and indicate which instructional traits are implemented:
a) consistently, b) inconsistently, or c) not at all.

Consult the MSM Field Guide for more information:

https://greatmiddleschools.org/wp-content/uploads/2016/06/4d_FieldGuide_ExtendedLearningTime_July19.pdf

Step 4: Summarize assessment results and determine the level of implementation according to the rubric (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

- 1. No Implementation:** No evidence of implementation.
- 2. Exploration:** Willingness to implement, but little to no evidence of actual implementation. May be in planning stage.
- 3. Initial Implementation:** Evidence indicates that implementation has begun but is largely inconsistent.
- 4. Full Implementation:** Strong evidence of implementation of all or most of the traits and practices.
- 5. Sustainability:** Strong evidence of implementation with processes in place for continued implementation in the future.

NEXT STEPS: GOAL SETTING AND ACTION PLANNING

After conducting this self-assessment, select a few key principles to focus on for the upcoming school year. Using the MSMI Action Plan Template (<https://greatmiddleschools.org/msmi-implementation-and-action-plan-templates/>), develop measurable goals with specific action steps and deadlines for each chosen principle.

Self-Assessment: Extended Learning Time (ELT)

Date: _____ School _____ District _____

Participating team members: _____

SOURCES OF DATA:

ELT PROGRAM DATA

- Documentation of ELT program and activities
- Documentation of ELT staff person communication with school staff
- Documentation of ELT alignment with general curriculum and state standards
- ELT goals and learning objectives
- Documentation of ELT staff selection process
- Documentation of coordination between ELT staff and school staff

ELT STUDENT DEMOGRAPHIC AND PERFORMANCE DATA

- Demographics, including number of English learners and students in special education
- ELT program attendance records
- School attendance records
- Course grades
- Scores from state assessments and end-of-course assessments
- Scores from standardized achievement tests
- Scores from interim assessments and/or curriculum-based assessments
- Documentation of student goals and progress

Principle 1: Align the Extended Learning Time (ELT) program academically with the school day.

Consistently	Inconsistently	Not at All	Practice 1: Use ELT program coordinators to develop relationships and maintain ongoing communication between schools and the ELT program about student academic performance and personal and social issues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT coordinator communicates regularly with the school staff (at least twice per grading period).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The ELT coordinator works with the regular school staff to determine student needs (academic, behavioral, personal, social).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The ELT coordinator works with the regular school staff to follow up on student progress (academic, behavioral, personal, and social needs) for students participating in the ELT program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) The ELT program and the regular program (including teachers, counselors, and school leaders) share information about students.
Consistently	Inconsistently	Not at All	Practice 2: Designate a school staff person to coordinate communication with ELT programs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) A designated school staff person is the first point of contact for the ELT program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The designated staff person works to ensure that the ELT instruction aligns with school goals.
Consistently	Inconsistently	Not at All	Practice 3: Connect ELT instruction to school instruction by identifying school goals and learning objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) ELT instructional activities are prioritized around activities aligned with school and district goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) ELT instruction includes skills that can support students in the regular school day (study skills, taking notes, developing an outline, learning how to plan).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) ELT instruction is coordinated with instruction during the school day.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Field trips or cultural activities that are part of the ELT program connect to what students learn during the regular school day.

Principle 1: Align the Extended Learning Time (ELT) program academically with the school day.

Consistently	Inconsistently	Not at All	Practice 4: Coordinate with the school to identify staff for ELT programs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) When funding is available, effective teachers from the school are hired to serve as ELT instructors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) ELT instructors are selected to maximize academic gains for participating students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The ELT coordinator and ELT staff have prior experience in improving student academic achievement.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 2: Maximize student participation and attendance.

Consistently	Inconsistently	Not at All	Practice 1: Design program features to meet the needs and preferences of students and parents.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT program collects data from students and parents to determine their needs for ELT program participation (factors to include in a survey are location, transportation, timing, length, program offerings, and frequency of services).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) ELT program features are designed based on a needs assessment of student and parent needs.
Consistently	Inconsistently	Not at All	Practice 2: Promote awareness of the ELT program within schools and to parents.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT program is promoted within schools and to parents and the community (e.g., websites, flyers distributed at parent meetings, notices on school bulletin boards or in school newsletters, e-mail, social media, word of mouth).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The ELT program coordinator works with the regular school program to promote program participation (e.g., teacher reminds students at the end of the day).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Regular school day teachers and principals refer students and their parents to the ELT program to meet student achievement or other goals.
Consistently	Inconsistently	Not at All	Practice 3: Use attendance data to identify students facing difficulties in attending the program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT coordinator systematically collects data on student attendance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The ELT coordinator follows up with the regular school staff to determine whether low-attending students in the ELT program also have low attendance to the regular school day.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The ELT coordinator works with the regular school staff to contact parents and get them to encourage student attendance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) The ELT coordinator includes incentives, positive reinforcement, or privileges to encourage regular attendance.

Principle 2: Maximize student participation and attendance.

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 3: Adapt instruction to individual and small group needs.

Consistently	Inconsistently	Not at All	Practice 1: Use formal and informal assessment to inform academic instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) ELT instructors assess and document student academic progress on a regular basis and modify instruction accordingly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) ELT instructors use assessments administered to students during the school day to individualize instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Instructional modifications are made to adapt the content, pace, and approach during ELT instruction, based on student needs.
Consistently	Inconsistently	Not at All	Practice 2: Break students into small groups and use one-on-one tutoring if possible.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT program includes one-on-one tutoring.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The ELT program offers opportunities for students to work in small groups (three to nine students).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The ELT program offers opportunities for students to work independently.
Consistently	Inconsistently	Not at All	Practice 3: Provide professional development and ongoing instructional support to ELT instructors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Professional development is provided to ELT teachers to improve their ability to adapt instruction to meet the individual needs of their students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) ELT teachers have the opportunity to participate in school and district professional development opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) ELT coordinators discuss opportunities for professional development with the ELT staff on a regular basis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Regular school teachers and leaders involve ELT teachers and the ELT coordinator in training and professional development opportunities.

Principle 3: Adapt instruction to individual and small group needs.

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 4: Provide engaging learning experiences.

Consistently	Inconsistently	Not at All	Practice 1: Make learning relevant by incorporating practical examples and connecting instruction to student interests and experiences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT program makes learning relevant by incorporating practical examples during instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The ELT program makes learning relevant by connecting instruction to student interests and experiences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The ELT program uses tools or materials that students can relate to.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) The ELT program makes learning more meaningful by integrating academic content into an overarching program theme or final project.
Consistently	Inconsistently	Not at All	Practice 2: Make learning active through opportunities for collaborative learning and hands-on academic activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) ELT teachers encourage students to collaborate with others during learning activities, including solving problems together.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) ELT teachers provide opportunities for students to role-play or actively participate in other ways.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) ELT teachers provide hands-on learning opportunities during academic activities.
Consistently	Inconsistently	Not at All	Practice 3: Build adult-student relationships among ELT program participants.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT program provides field trips or other activities to engage students and build positive adult-student relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) ELT instructors build rapport with students by getting to know their interests and relating the academic content to the areas of interest.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The ELT program hires staff members with background and interests that complement that of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) The ELT program includes relationship-building activities for students and staff members to get to know one another and work to improve outcomes.

Principle 4: Provide engaging learning experiences.

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 5: Assess program performance and use the results for program improvement.

Consistently	Inconsistently	Not at All	Practice 1: Develop an evaluation plan for ELT programs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The ELT program has an evaluation plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The evaluation plan includes objectives, research questions, and data collection and analysis processes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The evaluation plan includes information about outcomes that will be used in the evaluation, the data collected to measure those outcomes, and how the data will be collected.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) The evaluation plan includes a timeline for carrying out the evaluation and how the results will be disseminated and used.
Consistently	Inconsistently	Not at All	Practice 2: Collect program and student performance data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Program implementation data are collected for the evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Student outcome data are collected for the evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Feedback from other stakeholders regarding satisfaction with the program is collected for the evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Program activity data are collected to understand implementation and inform program improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) The ELT coordinator is a lead in program monitoring.

Principle 5: Assess program performance and use the results for program improvement.

Consistently	Inconsistently	Not at All	Practice 3: Analyze the data and use findings for program improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The regular school principal, leadership team, and staff review the data on ELT implementation, student outcomes, and satisfaction to improve the ELT program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The school compares the ELT program plan with the evaluation report to determine inconsistency or patterns in data that suggest areas for improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Evaluation results are shared and discussed between the regular school and the ELT program to encourage growth and improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) The regular school staff and the ELT coordinator develop strategies for any areas of concern from the evaluation.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability